

# **RESOURCE PACKET**

## **Assessment of Visual Impairment**



## **VISUAL IMPAIRMENT**

### **1. Definition**

**State Board of Education Rule 0520-1-9-.01 (15) (p) "Disabilities"**

"Visual Impairment Including Blindness" means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

### **2. Eligibility Standards**

- a. The child shall meet the definition of Visual Impairment and at least one of the following:
  - 1) visual acuity in the better eye or both eyes with best possible correction:
    - a) Legal Blindness – 20/200 or less at distance and/or near;
    - b) Low Vision – 20/50 or less at distance and/or near;
  - 2) visual field restriction with both eyes:
    - a) Legal Blindness – remaining visual field of 20 degrees or less;
    - b) Low Vision – remaining visual field of 60 degrees or less;
    - c) medical and educational documentation of progressive loss of vision, which may in the future, affect the student's ability to learn visually, or
  - 3) other Visual Impairment, not perceptual in nature, resulting from a medically documented condition.
- b. The characteristics as defined above are present and cause an adverse effect on educational performance in the classroom or learning environment.

### **3. Evaluation Procedures**

- a. Evaluation shall include the following:
  - 1) evaluation by an ophthalmologist or optometrist, which documents the eye condition with the best possible correction;
  - 2) a written functional vision and media assessment, completed or compiled by a licensed teacher of students with Visual Impairments, which includes:
    - a) observation of visual behaviors at school, home, or other environments;
    - b) educational implications of eye condition based upon information received from eye report;
    - c) assessment and/or screening of expanded core curriculum skills (orientation and mobility, social interaction, visual efficiency, independent living, recreation and leisure, career education, assistive technology, and compensatory skills) as well as an evaluation of the child's reading and writing skills, needs, appropriate reading and writing media, and current and future needs for Braille;

- d) school history and levels of educational performance; and
- e) documentation and assessment of how Visual Impairment adversely affects educational performance in the classroom or learning environment.

#### **4. Evaluation Participants**

- a. Information shall be gathered from the following persons in the evaluation of Visual Impairment:
  - 1) the parent/guardian of the child;
  - 2) an ophthalmologist or optometrist;
  - 3) licensed teacher of students with Visual Impairments;
  - 4) a general education classroom teacher; and
  - 5) other professional personnel, as indicated (e.g., low vision specialist, orientation and mobility instructor, school psychologist).

**VISUAL IMPAIRMENT**  
Assessment Documentation

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_  
School System: \_\_\_\_\_ School: \_\_\_\_\_

1. A licensed teacher of students with Visual Impairments conducted a written functional vision and media assessment which included:
  - ☐ Observation of visual behaviors at school, home, or other environments
  - ☐ Educational implications of eye condition based upon information received from eye report
  - ☐ School history and levels of educational performance
  - ☐ Formal/informal tests of visual functioning
2. Assessment and/or screening of expanded core curriculum skills included:
  - ☐ Orientation and mobility
  - ☐ Social interaction
  - ☐ Visual efficiency
  - ☐ Independent living
  - ☐ Recreation and leisure
  - ☐ Career education
  - ☐ Assistive technology
  - ☐ Compensatory skills
  - ☐ Evaluation of the child's reading and writing skills, needs, appropriate reading and writing media, and current and future needs for braille
3. An ophthalmologist or optometrist indicated at least one of the following (Check all that apply).
  - ☐ Central visual acuity in the better eye or both eyes with best possible correction of 20/50 or less
  - ☐ Reduced visual field of 60 degrees or less with both eyes.
  - ☐ Medical and educational documentation of progressive loss of vision, which may in the future, affect the student's ability to learn visually,
  - ☐ Other visual impairment(s), not perceptual in nature, resulting from a medically documented condition.

Explain or reference data findings: \_\_\_\_\_

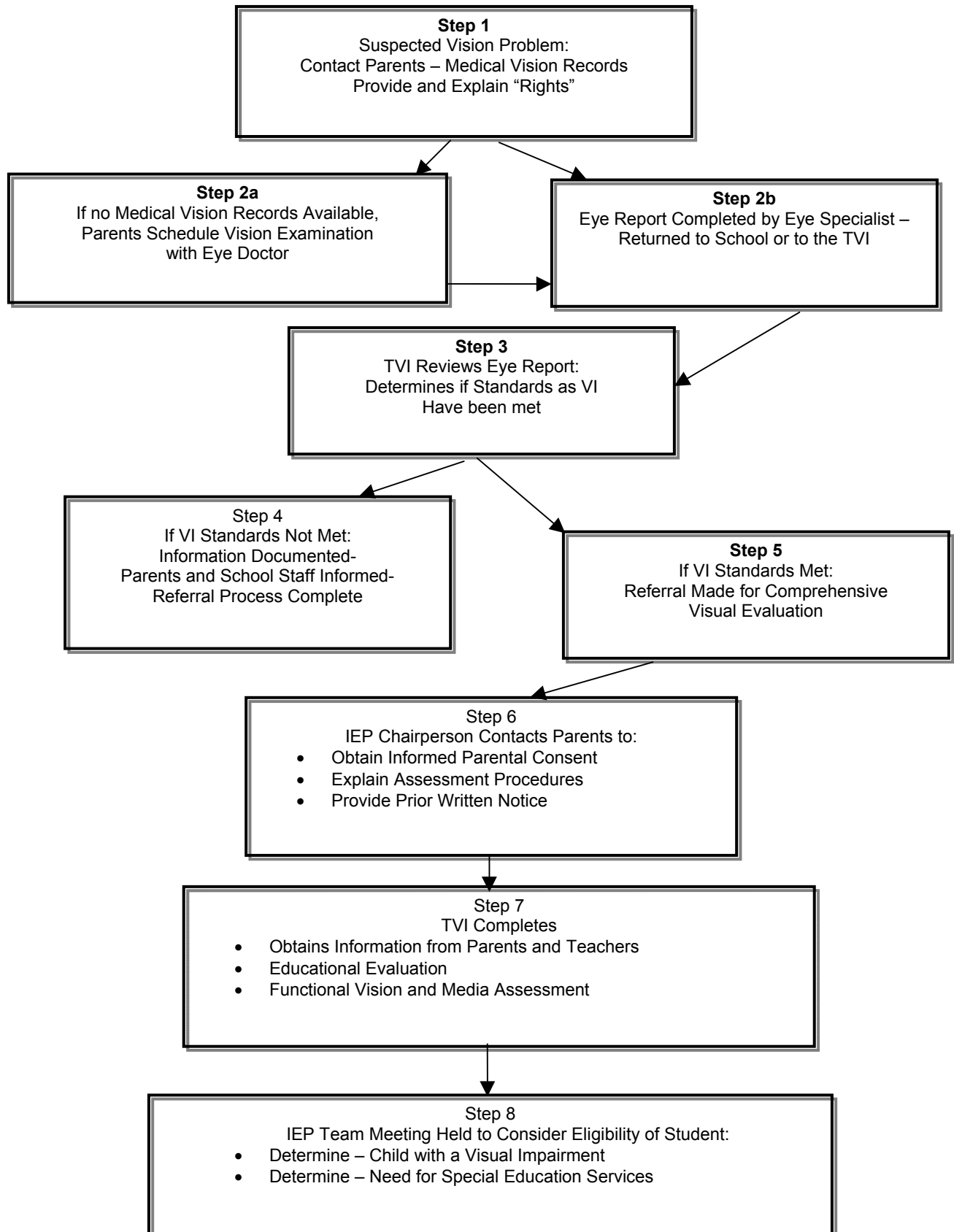
\_\_\_\_\_
4. ☐ An orientation and mobility screening and/or evaluation was conducted to determine if there are related mobility needs in home, school, or community environment.
5. ☐ Documentation and assessment of how the student's visual impairment adversely affects educational performance in the classroom or learning environment was gathered.

Explain or reference data used to support findings: \_\_\_\_\_

\_\_\_\_\_

Visual Impairment Assessment Documentation

**Flowchart**  
**Sequence for Evaluating Students Suspected of having a Visual Impairment**



Flowchart – Visual Impairment

## **Suggested Outline for Functional Vision and Media Report**

The functional vision report must include identifying information about the student, a data review of school history and educational records, a summary of the student's eye condition based on information from the eye report, a summary of the student's clinical low vision evaluation (if appropriate), a summary of interviews and general observations of the student, a summary of the student's visual functioning, educational implications, an eligibility statement, and recommendations for services.

In addition, the functional vision report should provide a summary of the student's educational performance assessment in reading, mathematics, writing, and other areas of the core curriculum. It should specify the student's current communication mode(s) based on the Functional Vision and Learning Media Assessment. A summary of the Expanded Core Curriculum Skills Assessment should include descriptions of current functioning and needed instruction in: compensatory skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure, career education, assistive technology, and visual efficiency.

Suggested components of a Functional Vision Report are listed below. However, school systems are encouraged to customize their reports based on the behaviors and characteristics of the children evaluated, as well as those listed here.

### **Outline of Report Format**

1. Student identifying information
2. Educational history
3. Summary of medical eye report
4. Summary of clinical low vision evaluation (if appropriate)
5. Interviews and general observations
6. Summary of visual functioning
7. Educational implications
8. Statement of eligibility
9. Recommendations (including communication mode)
10. Present Level of Performance in CORE Curriculum
11. Present Level of Performance in Expanded CORE Curriculum
12. Recommendations

## EYE REPORT FOR CHILDREN WITH VISUAL PROBLEMS

NAME OF STUDENT: \_\_\_\_\_ SEX \_\_\_\_\_ ETHNICITY \_\_\_\_\_  
(TYPE OR PRINT) (FIRST) (MIDDLE) (LAST)

ADDRESS \_\_\_\_\_ D.O.B. \_\_\_\_/\_\_\_\_/\_\_\_\_  
(NO. AND STREET) (CITY OR TOWN) (COUNTY) (STATE)

GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_ SCHOOL SYSTEM \_\_\_\_\_

### I. HISTORY

- A. Probable age at onset of vision impairment. Right eye (O.D.) \_\_\_\_\_ Left eye (O.S.) \_\_\_\_\_  
 B. Severe ocular infections, injuries, operations, if any, with age at time of occurrence. \_\_\_\_\_  
 C. Has pupil's ocular condition occurred in any blood relative(s)? \_\_\_\_\_ If so, what relationship? \_\_\_\_\_

### II. MEASUREMENTS (See back of form for preferred notation for recording visual acuity and table of approximate equivalents)

- A. Visual Acuity
- | Distant Vision     |                      |                     | Near Vision        |                      |                     | Prescription |       |       |
|--------------------|----------------------|---------------------|--------------------|----------------------|---------------------|--------------|-------|-------|
| Without Correction | With Best Correction | With Low Vision Aid | Without Correction | With Best Correction | With Low Vision Aid | Sph.         | Cyl   | Asia  |
| Right Eye (O.D.)   | _____                | _____               | _____              | _____                | _____               | _____        | _____ | _____ |
| Left Eye (O.S.)    | _____                | _____               | _____              | _____                | _____               | _____        | _____ | _____ |
| Both Eyes (O.U.)   | _____                | _____               | _____              | _____                | _____               | _____        | _____ | _____ |
- B. If glasses are to be worn, were safety lenses prescribed in: Plastic ☐ Tempered glass ☐ With ordinary lenses ☐
- C. If low vision aid is prescribed, specify type and recommendation for use: \_\_\_\_\_
- D. FIELD OF VISION: Is there a limitation? ☐ Yes ☐ No If so, record results of test on chart on back of form  
 What is the widest diameter (in degrees) of remaining visual field? O.D. \_\_\_\_\_ O.S. \_\_\_\_\_
- E. Is there impaired color perception? ☐ Yes ☐ No If so, for what color(s)? \_\_\_\_\_

### III. CAUSE OF BLINDNESS OR VISION IMPAIRMENT

- A. Present ocular condition(s) responsible for Vision impairment. (If more than one, specify all but underline the one which probably first caused severe vision impairment.) O.D. \_\_\_\_\_ O.S. \_\_\_\_\_
- B. Preceding ocular condition, if any, which led to present condition, or the underlined condition, specified in A. O.D. \_\_\_\_\_ O.S. \_\_\_\_\_
- C. Etiology (underlying cause) of ocular condition Primarily responsible for vision impairment, (e.g., specific disease, injury, poisoning, heredity or other prenatal influence.) O.D. \_\_\_\_\_ O.S. \_\_\_\_\_

If etiology is injury or poisoning, indicate circumstance and kind of object or poison involved: \_\_\_\_\_

### IV. PROGNOSIS AND RECOMMENDATIONS

- A. Is the student's vision impairment considered to be: Stable ☐ Deteriorating ☐ Capable of Improvement ☐ Uncertain ☐
- B. What treatment is recommended, if any? \_\_\_\_\_
- C. When is reexamination recommended? \_\_\_\_\_
- D. Glasses: Not needed ☐ To be worn constantly ☐ For close work only ☐ Other (specify) \_\_\_\_\_
- E. Lighting requirements: Average ☐ Better than average ☐ Less than average ☐
- F. Use of eyes: Unlimited ☐ Limited, as follows: \_\_\_\_\_
- G. Physical activity: Unrestricted ☐ Restricted as follows: \_\_\_\_\_

### SEND EYE REPORT COPY TO:

Date of Examination \_\_\_\_\_  
 Name of Examiner \_\_\_\_\_  
 \_\_\_\_\_ (Print or type)  
 Signature of Examiner \_\_\_\_\_ Degree \_\_\_\_\_  
 Address \_\_\_\_\_  
 No. and Street City State Zipcode  
 If Clinic Case: Case Number \_\_\_\_\_  
 Clinic Name \_\_\_\_\_

Eye Report

## Preferred Visual Acuity Notations

Page 2 of 2

**DISTANCE VISION:** Use Snellen notation with test distance of 20 feet. (Examples: 20/100, 20/60). For acuities less than 20/200, record distance at which 200 foot letter can be recognized as numerator or fraction and 200 as denominator. (Examples: 10/200, 3/200). If the 200-foot letter is not recognized at 1 foot, record abbreviations for best distant vision as follows:

HM HAND MOVEMENTS  
 PLL PERCEIVES AND LOCALIZES LIGHT IN ONE OR MORE QUADRANTS  
 LP PERCEIVES BUT DOES NOT LOCALIZE LIGHT  
 No LP LO LIGHT PERCEPTION

**NEAR VISION:** Use standard A.M.A. notation and specify best distance at which pupil can read. (Example: 14 70 at 5 in.)

### TABLE OF APPROXIMATE EQUIVALENT VISUAL ACUITY NOTATIONS

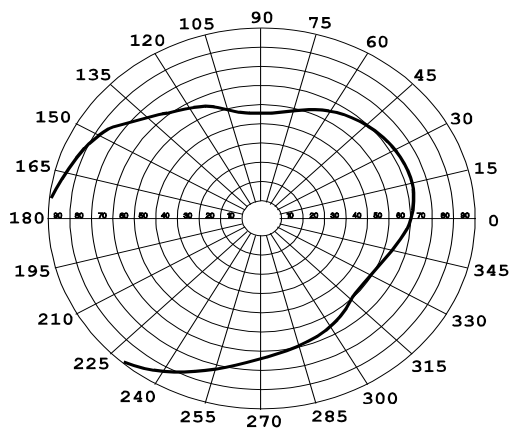
These notations serve only as an indication of the approximate relationship between recording of distant and near vision and point type sizes. The teacher will find in practice that the pupil's reading performance may vary considerably from the equivalents shown.

<u>Distant Snellen</u>	<u>Near</u>			<u>% Central Visual Efficiency for Near</u>	<u>Point</u>	<u>Usual Type Size</u>
	<u>A.M.A.</u>	<u>Jaeger</u>	<u>Metric</u>			
20/20 (ft.)	14./14. (in.)	1	0.37(M.)	100	3	Mail order catalogue
20/30	14'/21	2	0.50	95	5	Want ads
20/40	14/28	4	0.75	90	6	Telephone directory
20/50	14/35	6	0.87	50	8	Newspaper directory
20/60	14/42	8	1.00	40	9	Adult text books
20/80	14/56	10	1.50	20	12	Children's books 9-12 years
20/100	14/70	11	1.75	15	14	Children's books 8-9 years
20/120	14/84	12	2.00	10	18	
20/200	14/140	17	3.50	2	24	Large type text
12.5/200	14/224	19	6.00	1.5		
8/200	14/336	20	8.00	1.0		
5/200	14/560					
3/200	14/900					

**FIELD OF VISION** Record results on chart below

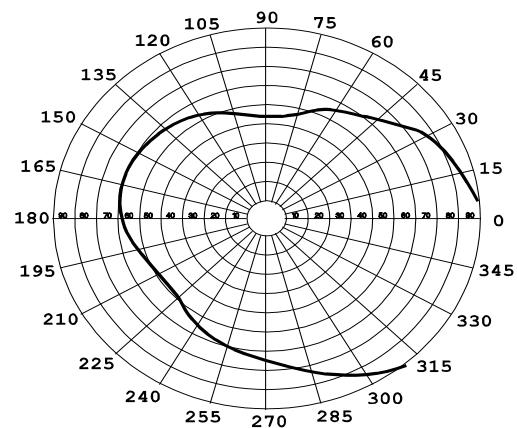
Type of test used \_\_\_\_\_ Illumination in ft. candles \_\_\_\_\_

**LEFT EYE**



Test Object: Color (s) \_\_\_\_\_ Size (s) \_\_\_\_\_  
 Distance (s) \_\_\_\_\_

**RIGHT EYE**



Test Object: Color (s) \_\_\_\_\_ Size (s) \_\_\_\_\_  
 Distance (s) \_\_\_\_\_

Eye Report



## **Educational Implications – Functional Vision Assessment**

The following educational implications are designed to follow the outline of the Functional Vision and Learning Media Assessment. In addition to this, all students need an assessment of the subject areas covered by the Expanded Core Curriculum for Students with Visual Impairments (Hatlen, 1996)

### ***Appearance of Eyes***

Abnormalities in appearance of the eyes may indicate a need for treatment and/or counseling in regard to possible stares and adverse comments by peers and adults.

### ***Behavioral Abnormalities***

Some students who are severely visually impaired may exhibit mannerisms such as light gazing, rocking and moving the hands or fingers in front of eyes. The substitution of meaningful activities and replacement behaviors may help to decrease such behavioral abnormalities.

### ***Eye Responses and Eye Movements***

Blink Response: The blink response, a protective movement of the eyelids in response to an object approaching the face, is an indication of the presence of some degree of vision and depth perception. Students without a protective blink response may be more prone to eye injuries.

Pupillary Response: If the pupils of a student are sluggish in responding (contracting) to a light source from a penlight, the student may have difficulty in adjusting to changes in lighting. If the pupils are of unequal size, the student may have difficulty in accommodating while reading.

Pupillary Reflection: Normal eyes will show a reflection of light in the middle of each pupil showing that the eyes are properly aligned. If the eyes are not properly aligned from birth to about age seven, the brain will suppress vision in the weaker eye causing amblyopia. Amblyopic students may be helped by proper seating. For example, if a student has very poor vision in the right eye, it might be best to seat him/her in the right side of the room.

Visual Attention: Students may not respond to visual stimuli due to neurological damage. They may need to be taught to use their remaining senses. Students with inconsistent responses to visual stimuli and poor fixation skills may benefit from specific visual skills training and environmental adaptations.

Convergence: Students who have convergence problems (inability of the two eyes to bring their visual axes to focus on a near object) may have eye fatigue from reading and near vision activities. Frequent rest periods may be needed, and more emphasis on listening activities may be required.

Eye Movements: Poor eye movements (shift of gaze, scanning, and ocular pursuit) can be the result of a variety of conditions. This may cause the student to exhibit more head movements, and to read slower than normal. Training in systematic eye movements may be appropriate for some students.

Eye Dominance: Students with mixed dominance (e.g. left-handed and right-eyed dominant) may have difficulties with activities that require them to line up a target with their dominant eye. The TVI may recommend seating and placement of materials that would accommodate a strong/better eye preference.

Peripheral Field of Vision: Traveling can be adversely affected by limitations in the visual field. Students may need to be taught to move their heads and scan before moving across an area. The physical education teacher should be advised of the need to modify activities due to the student's peripheral field limitations.

Color Discrimination: The classroom teacher may need to be made aware of students with color deficiency. Modifications of activities may include: providing good lighting, using bright, contrasting colors, labeling crayons and avoiding color-coded texts, graphs and diagrams. Activities such as labeling clothing and learning how to interpret traffic lights and signs may also be needed.

Light Sensitivity and Preference: Some students perform better in dim light (e.g., children with albinism) and some perform better in bright light (e.g., children with optic atrophy and optic nerve hypoplasia). The lighting requirements may be noted on the eye doctor's report. Generally, students should not face windows or glare. Some students may need to be seated away from windows, and some may need a desk lamp for additional lighting.

### ***Visual Perception Skills***

Assessment of visual perception skills is appropriate for preschool and primary level students who have not learned to read or write or students with multiple impairments causing cognitive delays. Such skills as visual discrimination, visual memory, figure-ground perception, eye-hand coordination, visual closure and visual sequencing may need to be provided by the TVI using a developmental vision curriculum, e.g., *Program to Develop Visual Efficiency and Visual Functioning* (Barraga & Morris, 1980).

### ***Near Vision***

Students with limited near visual discrimination skills may need to be taught by pairing tactual learning with near vision activities. Systematic search patterns with extra time for locating objects may be necessary. Sometimes tactual learning may need to be considered as the primary learning mode.

### ***Learning Media***

Current Print Functioning: A number of factors can affect a student's print functioning such as near visual acuity, age of onset, cause of impairment, parental expectations, experience with printed materials and concept development. Students who have the same visual acuity and eye condition may differ greatly in their ability to use printed materials. The TVI should consult with the regular classroom teacher and parents in recommending the media of instruction and learning. Some students may be able to read regular print, some may need a low vision device, some may prefer large print, some may need to rely on listening, and some may rely on tactile or braille materials. Other students may find that combinations of these media work best for them in their instructional programs.

Writing Functioning: Students who have difficulty in copying print may be helped by using adaptive materials such as bold-lined paper. Assignments may need to be shortened or additional time may be needed to enable the student to complete writing activities. Alternative methods of responding, such as multiple choice or word banks, rather than writing answers fully, may be used to shorten the writing task. Systematic instruction in handwriting, and keyboarding may be required for the student with low vision.

### ***Depth Perception***

Students with depth perception problems may need special instruction to help in the development of eye-hand or eye-foot coordination and in recognition of objects at a distance. The TVI should consult with the physical education teacher and suggest modifications as needed.

### ***Distant Vision***

Distant Visual Discrimination: Students who have difficulty with distant visual discrimination may need preferential seating or positioning for viewing classroom activities such as experiments and demonstrations. Chalkboard activities, overhead projection and map reading may require preferential seating for students with limited distant vision. The TVI may need to recommend the student be given that copies of class notes. The classroom teacher may be asked to verbalize everything written on the chalkboard. The TVI may need to consult with the classroom teacher on ways to make viewing most meaningful.

Orientation and Mobility: Orientation and mobility skills may be noted throughout the functional vision assessment process. Special instruction may be needed in trailing, protective and search techniques, and in familiarizing the student with common areas of the school building. A thorough evaluation of orientation and mobility may be needed.

**TENNESSEE AGENCIES PROVIDING TRAINING FOR VISION SCREENING**  
(List is not comprehensive)

**AMERICAN ACTION FUND FOR BLIND CHILDREN AND ADULTS/ AMERICAN BROTHERHOOD FOR THE BLIND**

1800 Johnson Street  
Baltimore, MD 21230  
Tel: (410) 659-9315  
Fax: (410) 685-5653  
Available online: [www.NFB.org](http://www.NFB.org)

*Braille reading materials and Braille calendars.*

**AMERICAN COUNCIL OF THE BLIND**

1155 15<sup>th</sup> Street, NW, Suite 1004  
Washington, DC 20005  
Tel: (202) 467-5081 or 1-800-424-8666  
State of TN Dept. Tel: (615) 262-4938  
Available online: [www.acb.org](http://www.acb.org)

*Membership organization that strives to better the lives of visually impaired students and adults through advocacy, government affairs, annual scholarship program, etc.*

**AMERICAN FOUNDATION FOR THE BLIND (AFB)**

11 Penn Plaza  
Suite 300  
New York, NY 10001  
212-502-7600 or 1-800-232-5463  
Available online: [afb.org](http://afb.org).

*Provides for materials, resources and information for individuals seeking assistance in serving persons with visual impairments.*

**AMERICAN PRINTING HOUSE FOR THE BLIND (APH)**

P.O. Box 6085  
Dept. 0086  
Louisville, KY 80206  
1-800-223-1839  
Available online: [www.aph.org](http://www.aph.org)

*Provides Braille, large print and educational materials for school-age students with visual impairments*

**AMERICA'S JOB LINE NETWORK**

Tel: (410) 767-2626  
Available online: [www.blind.net/bons0003.htm](http://www.blind.net/bons0003.htm)

*Employment information for blind persons.*

**ASSOCIATION FOR EDUCATION AND REHABILITATION OF THE BLIND AND VISUALLY IMPAIRED (AER)**

4600 Duke Street  
Suite 430  
Alexandria, VA 22304  
703-823-9695

Available online: [www.aernet@laser.net](http://www.aernet@laser.net)

*Professional organization of educators and rehabilitation specialists serving children and adults with visual impairments (conferences, workshops, publications and teacher certifications.)*

**BRAILLE INSTITUTE**

741 North Vermont Ave.  
Los Angeles, CA 90029  
Tel: 1-800-272-4553  
Fax: (323) 663-0240

Available online: [www.brailleinstitute.org](http://www.brailleinstitute.org)

*Braille periodicals and links, magazines, etc.*

**CAMP INDIAN CREEK – CHRISTIAN RECORD BRAILLE FOUNDATION**

444 South 52<sup>nd</sup> Street  
Lincoln, NE 68516  
Tel: (402) 488-0981  
Fax: (402) 488-7582

*Camp for legally blind persons age nine and up, usually held for one week in the summer*

**CHALLENGE ASPEN**

P.O. Box M  
Aspen, CO 81612  
Tel: (970) 923-0578  
Fax: (970) 923-7338

[www.challengeaspen.com](http://www.challengeaspen.com)

*Winter sports camp for disabled children and adults.*

**CITIZENS WITH LOW VISION INTERNATIONAL**

2879 East Alden Place  
Anaheim, CA 92806  
Tel: (714) 630-8098 or 1-800-733-2258

Available online: <http://www.tbaynet.com/cclvi>

**DISABILITY DETERMINATION SERVICES (DDS)**

P.O. Box 775  
Nashville, TN 37219  
Tel: (615) 313-5465 or 1-8000-342-1117

Available online: [www.state.tn.us/humanserv/programs.htm](http://www.state.tn.us/humanserv/programs.htm)

*Make disability determinations for the Social Security Administration for Tennesseans applying for Disability Insurance Benefits (DIB) and Supplemental Security Benefits (SSI) through the Social Security Program.*

**EQUAL EMPLOYMENT OPPORTUNITY COMMISSION**

Tel: 1-800-669-3362

Available online: [www.eeoc.gov/](http://www.eeoc.gov/)

*Information and assistance with employee discrimination and ADA*

**THE FOUNDATION FIGHTING BLINDNESS**

11435 Cran Hill Drive

Owensmill, MD 21177

Tel: 1-888-394-8937

Available online: [www.blindness.org/htm/about/](http://www.blindness.org/htm/about/)

*Fund research for retinal degenerative diseases.*

**FREEDOM SCIENTIFIC**

11800 31<sup>ST</sup> Court North

St. Petersburg, FL 33716

Tel: 1-800-444-4433

Fax: (727) 803-8001

Available online: [www.FreedomScientific.com](http://www.FreedomScientific.com)

*Product information, note takers, Braille display and embossers*

**GOODKIN BORDER & ASSOCIATES**

1862 Veterans Memorial Hwy.

Austell GA 30168

Tel: (770) 944-8226 / 1-800-759-6275

Fax: (770) 944-0254

Knoxville (865) 577-3008

Nashville (blindness) (615) 264-3420 (low vision) (615) 822-4069

Available online: [www.gbacorp.com](http://www.gbacorp.com)

*Products and consultation for people with low vision, blindness, and learning disorders*

**THE HADLEY SCHOOL FOR THE BLIND**

700 Elm Street

Winnetka, IL 60098-0299

Tel: 1-800-323-4238

Fax: 1-847-446-8111

Available online: [www.hadley/school.org](http://www.hadley/school.org)

*Provides distance learning classes for visually challenged students 14 years old and above and the parents of younger children, infants and up, free of charge. Also provides adult continuing education classes.*

**HEALTH RESOURCE CENTER**

American Counsel on Education

1 Dupont Circle NW Suite 800

Washington, DC 20036

Tel: 1-800-544-3284

*Provides higher education information.*

**INDEPENDENT LIVING AIDS**

200 Robbins Lane

Jerico, NY 11753

Tel: 1-800-537-2118

Fax: (516) 937-3906

Available online: [www.independentliving.com](http://www.independentliving.com)

E-mail: [can-do@independentliving.com](mailto:can-do@independentliving.com)

*Market source for a variety of independent living aids.*

**JOB ACCOMMODATIONS NETWORK**

1-800-526-7234

Available online: [www.janweb.wru.edu](http://www.janweb.wru.edu)

*International toll-free consulting service that provides information about job accommodations and the employability of people with disabilities. JAN also provides information regarding the Americans with Disabilities Act (ADA).*

**LIGHTHOUSE INTERNATIONAL**

111E 59<sup>th</sup> Street

New York, NY 10022

Tel: 1-8000-829-0500

Available online: [www.lighthouse.org](http://www.lighthouse.org)

E-mail: [Info@lighthouse.org](mailto:Info@lighthouse.org)

*Produces publications and is a clearinghouse for visually handicapped persons.*

**LIONS EYE CENTER @ VANDERBILT UNIVERSITY (TN EYE CENTER)**

11211 21<sup>ST</sup> Ave.

Nashville, TN 37212

Tel: (615) 936-1034

Fax: (615) 936-2118

*Provides vision services to children. Financially needy children may be referred for TennCare and their community Lions club for sponsorship of services.*

**LOUIS DATABASE**

Available online: <http://www.aph.org/louis.htm>

**MISSISSIPPI STATE UNIVERSITY REHABILITATION RESEARCH AND TRAINING CENTER ON BLINDNESS AND LOW VISION**

P.O. Box 6189

Mississippi State, MS 39762

Tel: (662) 325-2694, (662) 325-2001 or 1-800-675-7782

Available online: [www.blind.msstate.edu/irr/contact.html](http://www.blind.msstate.edu/irr/contact.html)

E-mail: [RRTC@Ra.msstate.edu](mailto:RRTC@Ra.msstate.edu)

*Information and referral source online accessible base of resources.*

**NASHVILLE TALKING LIBRARY**

505 Heritage Drive

Madison, TN 37115

Tel: (615) 862-5874

*Closed circuit radio transmission, newspaper & book articles, free receiver.*

**NATIONAL AGENDA FOR EDUCATION OF CHILDREN AND YOUTHS WITH VISUAL IMPAIRMENTS, INCLUDING THOSE WITH MULTIPLE DISABILITIES**

Linked at [www.tsbvi.edu](http://www.tsbvi.edu)

*Advocacy group with purpose of promoting educational access for students with visual impairments including materials, teacher licensure, early identification and parent involvement and training.*

**NATIONAL ASSOCIATION OF PARENTS OF CHILDREN WITH VISUAL IMPAIRMENTS (NAPVI)**

P.O. Box 317  
Watertown, MA 002272-0317  
800-562-6265  
Fax 615-972-7444.

*NAPVI is an organization for parents and agencies to provide support to parents and families of children with visual impairments.*

**NATIONAL ASSOCIATION FOR VISUAL HANDICAPPED (NAVH)]**

22 West 21<sup>st</sup> Street  
New York, NY 10010  
Tel: (212) 889-3141  
Fax: (212) 727-2931  
Email: [Staff@NAVH.org](mailto:Staff@NAVH.org)

*NAVH works with millions of people worldwide dealing with difficulties of vision impairment.*

**NATIONAL BRAILLE PRESS**

88 St. Stephens Street  
Boston, MA 02115  
Tel: (617) 266-6160  
Fax: (617) 437-0456  
Available online: [www.nbp.org](http://www.nbp.org)

*Braille books, free down loads, and links.*

**NATIONAL FEDERATION OF THE BLIND**

1800 Johnson St.  
Baltimore, MD 21230  
Tel: (410) 659-9314  
Available online: [NFB@NFB.org](mailto:NFB@NFB.org)

*Membership organization providing information and advocacy.*

**NATIONAL LIBRARY SERVICE**

1291 Taylor Street, N.W.  
Washington, DC 20542  
Tel: (202) 707-5100  
Available online: [www.lcweb.loc.gov/ms/reference/assist](http://www.lcweb.loc.gov/ms/reference/assist)

*Reference Circular "Assistive Services for Reading"*



**NICHCY**

P.O. Box 1492  
Washington, DC 20013  
Tel: (202) 884-8441  
Available online: [NICHEY@aed.org](mailto:NICHEY@aed.org)

National Information Center for Children and Youth with Disabilities. Personal responses to specific questions, publications, referrals and information searches.

**NOAH**

National Organization for Albinism and Hypopigmentation  
P.O. Box 959  
East Hampstead, NH 03826-0959  
Tel: (603) 887-2310 or 1-800-473-2310  
Fax: (603) 887-6049  
Available online: [www.albinism.org](http://www.albinism.org)

*Volunteer organization for persons and families involved with the condition of albinism.*

**OUTREACH PROGRAM**

Vanderbilt Pediatric Ophthalmology Department  
Tennessee Lions Eye Center  
1211 21<sup>st</sup> Avenue South, 110B-Medical Arts Building  
Nashville, TN 37212  
Tel: (615) 936-2726

*Free photoscreening for children 1 through 5 years (12 months to 72 months) are provided for Daycare Centers, Head Start, Church, Mother's Day Out programs, Business, Home Day Care, etc. Screening requires parental consent. Screening can be scheduled upon request by phone. Open screenings can be scheduled upon request with very strict guidelines (Prevent Blindness Tennessee Vision Resource Guide, 1998).*

**PREVENT BLINDNESS TENNESSEE**

95 White Bridge Road  
Suite 513  
Nashville, TN 37205

*Prevent Blindness Tennessee trains volunteers to conduct vision screening through the state. Will also conduct vision screenings for systems without other personnel or agencies to do so.*

**PROJECT P.A.V.E.**

P.O. Box 328  
Peabody College, Vanderbilt University  
Nashville, TN 37203  
Tel: (615) 322-2249, (615) 343-8783, or (615) 322-2249

*Provides low vision evaluations, optical aids, and conferences at no charge.*

**PROVIDING ACCESS TO THE VISUAL ENVIRONMENT (PROJECT PAVE)**

Peabody College Box 40  
230 Appleton Place  
Vanderbilt University  
Nashville, TN 37203-5701  
<http://www.vanderbilt.edu/kennedy>  
Phone: (615) 322-8240  
TDD: (615) 343-3330  
FAX: (615) 322-8236

*Provides low vision assessments, devices and training to school-age children with visual impairments in Tennessee. Provides low vision assessments, devices and training for school-age children with visual impairments in Tennessee.*

**RECORDING FOR THE BLIND AND DYSLEXIC**

20 Roszel Road  
Princeton, NJ 08540  
Tex: 1-800-221-4792  
Available online: [www.rfbd.org](http://www.rfbd.org)

*Textbooks, reference and professional materials for persons with print disabilities*

**RP INTERNATIONAL**

P.O. Box 900  
Woodland Hills, CA 91365  
Tel: (818) 992-0500  
Fax: (818) 992-3265

*Research retinitis pigmentosa service*

**SERVICES FOR THE BLIND & VISUALLY IMPAIRED**

Citizens Plaza Bldg.  
400 Deadrick Street, 11<sup>th</sup> Floor  
Nashville, TN 37248-6200  
Tel: 1-800-628-7818

*Provides rehabilitation services to the blind or visually impaired to promote employment, independent living, and adjustment to blindness. This program also provides some emergency medical treatment to prevent blindness to those who can not afford such treatment.*

**SKILCRAFT (National Industries for the Blind)**

1901 N. Beauregard St. Suite 200  
Alexandria, VA 22311-1727  
Tel: (703) 998-0770  
Fax: (703) 998-8368  
Available online: [www.nib.org](http://www.nib.org)

*Services and information for persons with blindness.*

**SPALDING MAGNIFIERS**

13150 FM529 Suite 118  
Houston, TX 77041  
Tel: 1-888-551-0054  
Fax: (713) 466-4615

*Telesensory equipment*

Visual Impairment – Resources

**SUCCESS BY SIX**

250 Venture Circle  
P.O. Box 28040  
Nashville, TN 37228  
615-780-2538

*Success by Six provides free photoscreening and chart screening for children 6 months through 5 years usually in community based settings.*

**TAPV**

939 Statesville Road  
Watertown, TN 37184  
Tel: (615) 237-4556  
Fax: (615) 237-4556

**TECHNOLOGY**

Available online: [www.enablemart](http://www.enablemart)

*A website that offers adaptive technology for challenged persons.*

**TENNCARE**

729 Church Street  
Nashville, TN 37203

*Any child up to age 21 who is covered by TennCare can receive a vision screening from his or her primary care provider as part of the 'well child' routine check-up. Known as EPSDT, these are "early and periodic screening, diagnostic and treatment" services. These check-ups are free and should be provided on a regular schedule. A child can have a screening anytime a problem is suspected even if it is not time for the regularly scheduled screening (Prevent Blindness Tennessee Vision Resource Guide, 1998).*

**TENNESSEE DEPARTMENT OF EDUCATION RESOURCE CENTER FOR THE VISUALLY IMPAIRED (TSBCVI)**

115 Stewart's Ferry Pike  
Nashville, TN 37214  
615-231-7340  
Fax: 615-231-7307  
Available online at [www.tsb.k12tn.net](http://www.tsb.k12tn.net)

*TSBCVI provides textbooks, tangible aids, equipment, braille and large print books.*

**TENNESSEE DEPARTMENT OF HEALTH (TDH)****Maternal and Child Health**

425 5<sup>th</sup> Avenue North  
Nashville, TN 37247-4750  
615-741-8530

*Local Health Departments may conduct vision screenings as part of the EPSDT exam. Contact local Health Departments to see if they provide this service (Prevent Blindness Tennessee Vision Resource Guide, 1998).*

**TENNESSEE EARLY INTERVENTION SYSTEM (TEIS)**

P.O. Box 5095  
Tennessee Technological University  
Cookeville, TN 38505  
888-212-3162

*TEIS serves families of children birth to three years of age.*

**TENNESSEE INFANT PARENT SERVICES (TIPS)**

2725 Island Home Blvd.  
Knoxville, TN 37920  
Business Hours: M-F, 8am-4:30pm  
865-579-3099  
Fax: 865-579-5033  
[www.korrnet.org/lchic/organizations/TIPS.html](http://www.korrnet.org/lchic/organizations/TIPS.html)

*TIPS services provide statewide home-based programs for the families of preschoolers.*

**TENNESSEE INSTRUCTIONAL RESOURCE CENTER FOR THE VISUALLY IMPAIRED (TRCVI)**

115 Stewarts Ferry Pike  
Nashville, TN 37214  
615-231-7406

*TRCVI provides instructional resources for students who are visually impaired.*

**TENNESSEE LIBRARY FOR THE BLIND & PHYSICALLY HANDICAPPED**

403 7<sup>TH</sup> Ave. North  
Nashville, TN 37243-0313  
Tel: 1-800-342-3308  
Available online: [www.state.tn.us/sos/statelib/LBPH/lbph](http://www.state.tn.us/sos/statelib/LBPH/lbph)

*Provides recorded, Braille, and large print books for persons unable to read print because of physical disability. Maintains a library of descriptive videos.*

**TENNESSEE SCHOOL FOR THE BLIND**

115 Stewart's Ferry Pike  
Nashville, TN 37214  
615-231-7340  
Fax: 615-231-7307  
Available online at [www.tsb.k12tn.net](http://www.tsb.k12tn.net)

*TSB Provides comprehensive instruction for students with visual impairments.*

**TENNESSEE VOCATIONAL TRAINING CENTERS (TVTC)**

460 9<sup>TH</sup> Avenue  
Smyrna, TN 37167  
Tel: (615) 741-4921  
Available online: [www.state.tn.us/humanserv/trc-tvtc.htm](http://www.state.tn.us/humanserv/trc-tvtc.htm)

*Network of 18 facilities throughout the state that provides vocational evaluation, work adjustment and job placement in local communities.*

**TENNESSEE REHABILITATION CENTER**

Tel: (615) 459-6811 ext. 246

*The state's only residential vocational rehabilitation training facility, which offers vocational evaluation, training, independent living skill training, job development and placement.*

**TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED (TSBVI)**

Austin, Texas

<http://www.tsbvi.edu/>

**U.S. DEPT. OF LABOR OFFICE & DISABILITIES**

200 Constitution Avenue, Suite 1303

Washington, DC 20210

Tel: (202) 693-7880

*Promotes employment of persons with disabilities*

**VISION ADVANTAGE, INC.**

42-200 State St. Suite A-10

Palm Desert, CA 92211

Tel: (760) 862-9040

Fax: (760) 862-9994

Available online: [www.visionadvantage.net](http://www.visionadvantage.net)

*Reading devices*

## REFERENCES

Allman, C., (2000). Guidelines for providing state assessments for alternative formats for students with visual impairments. *Howe's Now*, 5, 16-18.

Anderson, S., Boigon, S. & Davis, K. (1991). The Oregon Project for Visually Impaired & Blind Preschool Children. Medford, OR: Jackson Educational Service District.

APH Products Catalog (arranged in categories for the Expanded Core Curriculum) may be found at <http://www.aph.org/>

Barraga, N. C., & Morris, J. E. (1980). Program to Develop Efficiency in Visual Functioning. American Printing House for the Blind, Louisville, KY.

Benoff, K., Lang, M. A., Beck-Visola, M. (2001). Compendium of instruments for assessing the skills and interests of individuals with visual impairments or multiple disabilities, New York: Lighthouse International. <http://www.lighthouse.org/>

Brigance, A.H. (1983). *Comprehensive Inventory of Basic Skills*. Billerica, MA: Curriculum Associates.

Brigance, A.H. (1981). *Inventory of Early Skills*, Billerica, MA: Curriculum Associates.

Brigance, A.H. (1981). *Inventory of Essential Skills*. Billerica, MA: Curriculum Associates.

Caton, H., Pester, E., & Bradley, E. J. (1982). *Patterns: The primary braille reading programs*. Louisville, KY: American Printing House for the Blind.

Caton, H., Pester, E., & Bradley, E. J. (1990). *The braille connection: A braille reading and writing program for former print users*. Louisville, KY: American Printing House for the Blind.

Cleveland, J, Levack, N, Sewell, D, & Toy R. (2001). *Braille Fundamentals*. Austin, TX: Texas School for the Blind and Visually Impaired.

Committee on Children with Disabilities, American Academy of Pediatrics, American Academy of Ophthalmology, American Association for pediatric Ophthalmology and Strabismus. (1998). *Dyslexia and Vision: A Subject Review*. *Pediatrics* 102:1217-1219.

Dignan, K.C. & Cown, Chrissy. *Administrators' Toolbox for Visual Impairments: A collection of resources to support programs for students with visual impairments*. Austin, Texas. <http://www.tsbvi.edu/>

Frase-Blount, M., (2000). High stakes testing, a mixed blessing for special students. *CEC Today*, 7, 1-15.

Harley, R. K., Truan, M. B., & Sanford, L. D. (1996) *Communications Skills for Visually Impaired Learners: Braille, Print, and Listening Skills for Students Who are Visually Impaired*. (2nd ed.). Charles Thomas: Springfield, IL.

Hatlen, P. (1996) The core curriculum for blind and visually impaired students, including those with additional disabilities. *Review*, 28, 25-32

Hepker, N. L., & Cross-Coquillet, S. (1995). *Braille Too: An instructional braille reading and writing program for secondary students*. Cedar Rapids, IA: Grant Wood Area Education Agency.

Visual Impairment – References

Hicks, N.K., and Barron, J. (Eds.). (1995). *Caseload Management Formula*. Denver, CO: Colorado Department of Education

Ingersoll, B.D. & Goldstein, S. (1993). *Attention deficit disorder and learning disabilities: Realities, myths, and controversial treatments*. New York: Doubleday.

Koenig, A. J. & Holbrook, M. C. (1993). *Learning media assessment of students with visual impairments: A resource guide for teachers*. Austin, TX: Texas School for the Blind and Visually Impaired.

Koenig, A. J. & Holbrook, M. C. (2000). *Foundations of Education*. (2<sup>nd</sup> Ed.), New York: American Foundation for the Blind

Loumiet, R. & Levack, N. (1991). *Independent Living A Curriculum for Adaptations for Students with Visual Impairments, Vol. I: Social Competence*. Austin: Texas School for the Blind and Visually Impaired.

Loumiet, R. & Levack, N. (1991). *Independent Living A Curriculum for Adaptations for Students with Visual Impairments, Vol. II: Self-Care and Maintenance of Personal Environment*. Austin: Texas School for the Blind and Visually Impaired.

Loumiet, R. & Levack, N. (1991). *Independent Living A Curriculum for Adaptations for Students with Visual Impairments, Vol. III: Play and Leisure*. Austin: Texas School for the Blind and Visually Impaired.

National Agenda. (1997). *Annotated bibliography of curricular materials related to the core curriculum for students and youths with visual impairments, including those with multiple disabilities*. Austin, TX: Texas School for the Blind and Visually Impaired. An updated version may be found at: <http://www.tsbvi.edu/>

Poggrund, R., Healy, G., Jones, K., Levack, N. & others. (1995). *Teaching Age-Appropriate Purposeful Skills, An Orientation and Mobility Curriculum for Students with Visual Impairments*. Austin: Texas School for the Blind and Visually Impaired.

Prevent Blindness America (1998). *Children's basic screening participant guide*. Schaumburg, IL: Prevent Blindness America.

Sanford, L. & Burnett, R. (2002). *Expanded Core Curriculum Screening Record* (formerly Unique Educational Needs Screening Record). Nashville: Consultants for the Visually Impaired.

Sanford, L. & Burnett, R. (2002). *Functional Vision and Media Assessment and Report Form*. Nashville: Consultants for the Visually Impaired.

Sanford, L. & Burnett, R. (2000). *Functional Vision and Media Assessment for students who are pre-academic or academic and visually impaired in grades k-12*. Hermitage, TN: Consultants for the Visually Impaired.

Sewell, D. (1997). *Assessment Kit of Informal Tools for Academic Students with Visual Impairments, Part 1-Assessment Tools for Teacher Use*. Austin: Texas School for the Blind and Visually Impaired.

Sewell, D. (1997). *Assessment Kit of Informal Tools for Academic Students with Visual Impairments, Part 2-Large Print Reading Assessments for Student Use*. Austin: Texas School for the Blind and Visually Impaired.

Sewell, D. (1997). Assessment Kit of Informal Tools for Academic Students with Visual Impairments, Part 3-Braille Reading Assessments for Student Use. Austin: Texas School for the Blind and Visually Impaired.

Spungin, S.J. (Consulting Editor). (2002). When you have a visually impaired student in your classroom: A guide for teachers. New York: AFB Press. (A guide for general education teachers.)

Tennessee Curriculum Standards for Content Areas: <http://www.state.tn.us/education/ci/index.html>

Tennessee English/Language Arts Standards: K-3 Assessments:  
<http://www.state.tn.us/education/ci/cistandards2001/la/cik3readassess.htm>

Tennessee State Department of Education/Division of Special Education:  
<http://www.tennessee.gov/education/speced/>